



Issue 39, 2001



School-Age Care



First Vision

Every child has the right to a home – not a hotel, not a shelter, not a hostel, or a half-way house- but a home.

Second Vision

Every child has the right to live in a loving family which has access to the supports necessary to care properly for its children.

Third Vision

Every child has the right to grow up in a family with an adequate income, secure in the knowledge that there will be a roof overhead and food on the table.

Fourth Vision

Every child has the right to be enrolled in a National Health Care System with access to quality health care and caring health providers.

Fifth Vision

Every child has the right to safe, affordable quality child care while his/her parents are at work.

Sixth Vision

Every child has the right at birth to the undivided attention of his or her parents through maternal and parenting leaves.

Seventh Vision

Every child has the right to grow up in a drug free environment and the right to a safe place to play.

Eighth Vision

Every three- and four-year-old child has the right to an early education emphasizing developmentally appropriate practices, parent participation, and African American values and heritage.

Ninth Vision

Every child has the right to achieve academically, regardless of income or family background, and the right to a public school setting.

Tenth Vision

Every child has the right to a role model – a parent, a relative, a tutor, or a mentor whose task it is to open the door and show the way.

- *The Black Child Advocate*, National Black Child Development Institute,
1023 – 15th St NW, Ste. 600, Washington, DC 20005.

*The Wisconsin Child Care Information Center
is a project sponsored by the Office of Child Care,
Bureau of Work Support Programs,
Division of Economic Support,
Wisconsin Department of Workforce Development*



*Child Care Information Center (CCIC) Staff:
Editor, child care specialist: Lita Haddal
Librarian, acquisitions: Glenna Carter
Librarian, circulation: Linda Bather
Mail distribution: Sonya Frank*

After-School Assets

In this newsletter, you will find materials on topics that may be new to you, such as, service learning, community service, developing assets, or asset building. These are terms used for specific strategies used to build character in young children and youth. After-school programs have a wonderful opportunity to incorporate such elements into their programs.

"After" school is not meant to be school and it should represent a definite change of pace in a child's day. Yet school-age children seek meaningful occupations in their leisure time. Their play is more challenging than preschoolers'. Often it takes the form of problem solving and is based on group participation. This is why projects are especially popular as after-school activities.

Projects lend continuity to child care situations while giving children practice in cooperating with others. Leadership roles are tried on while working through project phases. All-important group pride is the result when projects reach completion. Projects that reach beyond the walls of the after-school facility, and involve and interact with the community, add a new dimension to after-school time. This type of activity builds skills, habits, and connections that children will take with them when they no longer participate in after-school care.

The helpful, adventurous, and cheerful nature in each child is strengthened in this period of growing up, when they are encouraged to share of themselves for the good of their community and a greater cause than their own entertainment. This is the basis of community service and service learning. The assets, or strengths, that are developed in our children become community assets. Whereever children live, our homes, centers, and towns are wealthy with their potential. It is up to us, as influential mentors during children's important hours between school and home, to lead and nurture them in age-appropriate, asset-building experiences.

Inviting All Teachers of Children



Join OMEP

OMEP stands for the French words meaning "The World Organization for Early Childhood Education". But do not let the name fool you. One of the foremost goals of the organization is to further the rights of children, ages 0-18, worldwide, as outlined in the UN Convention on the Rights of the Child.

As your OMEP representative for Wisconsin and the Great Lakes Region, I recently met with the education committee for UNICEF. I heard their global plan for children and can report that Wisconsin is right on target!

The early childhood education committee is concentrating on the quality of children's environments, in particular, nutrition, hygiene, infant care and breastfeeding, early brain development, and care for women.

The school-age task force is concerned with community involvement, youth service programs, developmental asset building, and equal education for girls. Many of these are the same concerns of our own state Bright Beginnings/Family-Community-School Partnership team out of DPI.

Call me for more information on the global movement for children's rights! And check these websites:

<http://omep-usnc.org/>

<http://members.nbci.com/ahsole/serv05.htm>

<http://www.unicef.org/crc/>

-Lita Haddal, editor

Table of Contents

Editorial.....	3
News & Views.....	4
Articles & Items to Keep.....	9
Books to Borrow.....	15
Audiovisual Materials.....	24

Resources Elsewhere.....	29
WISACA.....	30
BCDI Vision for Children.....	31
Ordering Information.....	32

Anti-SIDS Campaign Aimed at Blacks

by Karen Gullo
Associated Press Writer

WASHINGTON (AP) - Over half of black parents place their babies to sleep on their stomachs or sides, putting them at greater risk of sudden infant death syndrome, the Consumer Product Safety Commission (CPSC) says. Only 31 percent of black parents place babies on their backs, a position that reduces the risk of SIDS, versus 47 percent of white parents, according to a CPSC survey. Blacks are also more likely to put quilts, comforters and pillows in bed with their newborns. Such soft bedding can increase the risk of SIDS death from suffocation and may have contributed to as many as 900 SIDS deaths a year.

With black babies twice as likely to die from SIDS as other babies, CPSC officials said the survey shows more needs to be done to alert blacks about how to reduce SIDS risks. The key is getting information to the right people within the black community, said CPSC officials. Blacks tend to learn safe-baby practices from a grandmother, mother or other family member who may still believe that it's safe to put babies to sleep on their stomachs because that's what they were taught. "When you have family tradition, the way it's always been done, that's hard to counteract," said Ann Brown, CPSC commissioner.

In July, 2000, the commission launched a national "safe sleep" campaign aimed at blacks, joining with Black Entertainment Television, which will air nationwide public service announcements during prime viewing times and develop news stories about SIDS. Three thousand government-funded health centers that serve minorities will also distribute literature to patients and work with state and local health departments. The aim is to get the word out to people in black communities - family members, neighbors, clinic staff - who are influential to young black mothers and fathers.

"If we start to reach grandmothers and other family members it will fan out across the community," said Brown. In 1998, 2,529 babies died of SIDS, a rate of 64 deaths per 100,000 live births. For blacks, the number of SIDS deaths was 782, a rate of 128 per 100,000 live births.



Many Crib Deaths Happen in Day Care

by The Associated Press

CHICAGO (AP) - A significant number of crib deaths occur in daycare, where caretakers may be less likely to have heard about the importance of putting babies to sleep on their backs, new research suggests. In a study of 1,916 SIDS cases in 11 states, researchers found that about 20 percent — 391 deaths — occurred in daycare settings.

Sixty percent of the daycare deaths occurred in home daycare, which tend to be unlicensed and run by older women with less access to pediatricians and others who promote SIDS risk reduction efforts, said Dr. Rachel Moon, the lead author. She is a pediatrician at Children's National Medical Center in Washington. Her data on SIDS deaths from January 1995 to June 1997 appear in the August issue of *Pediatrics*, published by the American Academy of Pediatrics.

Especially disturbing, Moon said, was the finding that of children placed on their stomachs by caretakers, more than half were usually put to sleep on their backs by their parents. Previous research has shown that compared with babies who always sleep on their backs, back sleepers switched to their stomachs are 20 times more likely to die of SIDS and habitual stomach sleepers are about five times more likely, Moon said.

Moon and others theorize that habitual back-sleepers are more vulnerable because they don't develop upper body strength as early as stomach sleepers, who have to lift their heads or arms to see what's around them.

SIDS deaths in child-care ranged from a high of 40 percent of all SIDS deaths in Minnesota to a low of 9 percent in Florida, with an average of 20.4 in all 11 states. The other states in the study were Arizona, California, Colorado, Maryland, Massachusetts, Michigan, Missouri, New Hampshire and New Jersey.

Dr. John Kattwinkel, chairman of an American Academy of Pediatrics SIDS task force, called the findings "very worrisome." The highest risk period for SIDS is when infants are two months to five months old, which is often the time working mothers return to their jobs after childbirth, Kattwinkel said. "It's just one other bit of evidence from a national health standpoint that tells

News & Views

us we ought to be educating daycare centers and grandparents ...as well as parents" about back-sleeping, he said. SIDS deaths have decreased by about 40 percent nationwide since advocates launched the "Back to Sleep" campaign in the early 1990s. Though its cause is unknown, SIDS resembles suffocation and parents are advised to have babies sleep on their backs to avoid blocking their airways. Soft mattresses, loose bedding, pillows and soft toys also should be kept out of cribs. Some advocates, like the SIDS Alliance, even go so far as to advise against putting any blankets in cribs and instead say babies should sleep in one-piece "sleepers" in cold weather to stay warm.

SIDS Alliance spokeswoman Phipps Cohe said all child-care providers should be required to have SIDS risk reduction education. Census figures indicate about 17 percent of children under 1 year of age are in some kind of child-care setting, Moon said. Cohe said parents who leave their infants in day care should "be very specific about the way you want your baby positioned to sleep. Parents need to spell it out, put it in writing if necessary."



Editor's note: Licensed child care in Wisconsin requires infants be placed on their backs unless a signed release form has been obtained from the parents. Brochures on sleep position for infants, ages 0-2 years, are available free of charge from CCIC for distribution to parents. Call 1-800-362-7353.

Firearm Safety Program

If you see a gun: Stop! Don't Touch. Leave the Area. Tell an Adult.

With a firearm present in about half of all American households, all young children should learn that firearms are not toys. That's Eddie Eagle's fundamental, non-judgmental public safety message.

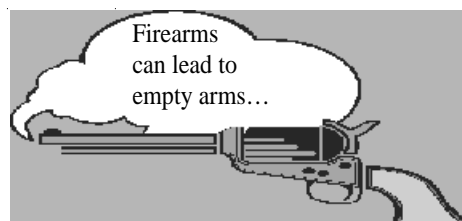
Just as Smokey Bear teaches children not to play with matchbooks, Eddie Eagle teaches them not to play with firearms with a simple, memorable four-part plan: If you see a gun: Stop! Don't Touch. Leave the Area. Tell an Adult.

With a fast-paced animated video and fun-filled activity books, Eddie teaches his younger friends to repeat and follow his simple safety message. In classrooms, youth programs, summer camps and day care centers nationwide the Eddie Eagle GunSafe Program has reached more than 12 million children since 1988.

From their earliest awareness, children are exposed to guns through cartoons, television shows and movies. They're curious about firearms, and may have developed inaccurate perceptions of what a firearm is and does. It is important for children to understand that only with a parent or with parental permission and adult supervision should a child be around firearms.

The purpose of the Eddie Eagle Program isn't to teach whether guns are good or bad, but rather to promote the protection and safety of children. Eddie Eagle neither offers nor asks for any value judgment concerning firearms. Like swimming pools, electrical outlets, matchbooks and household poisons, they're treated simply as a fact of everyday life. With firearms found in about half of all American households, it's a stance that makes sense.

Eddie Eagle is never shown touching a firearm, and he does not promote firearm ownership or use. For free sample kit, phone 1-800-231-0752. Internet: <http://www.nrahq.org/safety/eddie>



News & Views

College Degrees in Child Care

by Jim Ollhoff
Dean of the School of Human Services
Concordia University, St. Paul, MN

Concordia University, St. Paul, Minnesota offers BA and MA degrees in School-Age Care—the first university to offer degrees in this new profession.

Back in 1995, Jim and Laurie Ollhoff, who both had worked in school-age care, began to see an increasing need for training, specific to the field. They approached Concordia University and asked about doing a series of workshops for field professionals. Dr. Robert DeWerff (winner of the 1997 Minnesota School-Age Care Leadership Award) worked with Jim and Laurie to offer the first workshops. We expected a small turnout, of maybe 15 people, but 90 people registered. The second workshop we had to do three times, because of the large numbers.

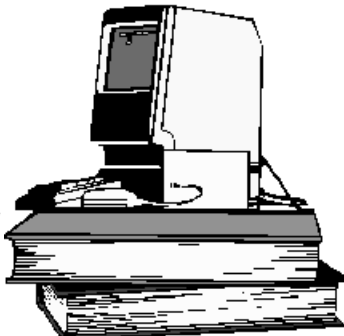
At each workshop, we listened to the needs of the field. People kept asking, “when will you offer classes?” and so we started to offer classes. Then they kept asking, “when are you going to offer degree programs?” At each step of the way, we were trying to keep up with the expressed needs of the field.

In that first year, we surveyed, listened to, and talked with over 1000 practicing school-age care professionals to find out the education needs of the field.

Today, after seven master’s cohorts, eight undergraduate cohorts, and fourteen certificate cohorts, we continue to work to maintain cutting edge credentialing for the working school-age care professional.

For more information, call Concordia University, 1-800-211-3370, or check their website at:
<http://www.cshs.csp.edu>.

Editor’s note: All Concordia degree programs in child care are offered via distance education! One of the students participating in Concordia’s first Master’s degree cohorts for School-age Child Care was Ellen Clippinger, President of the National School-Age Care Alliance, NSACA.



Extended Day Care

by Brenda Hull
United Cerebral Palsy

Nationally, fewer than 10% of families who have a child with a disability are able to find child care. In Dane County, the Extended Day Care Program, a service of United Cerebral Palsy of Greater Dane County, seeks to increase child care opportunities for families so they can maintain their work schedule or attend school.



The program, one of few of its kind in the nation, consults, trains and can provide on-site support to child care professionals who are serving children with developmental disabilities. The program also offers public workshops that are interactive and cover topics such as Individual Differences, Inclusion and Positive Behavior Support for Children.

The United Cerebral Palsy Extended Day Care Program serves over 60 families in Dane County. The need is great: Currently 65 families are on the waiting list for services. Funding of the program is through the Dane County Department of Human Services, fundraising and community donations. Services to families are free. Workshop fees are reasonable.

For further information on the program, to submit a referral or to request a workshop in or around Dane County, contact Brenda Hull, Program Director, at (608) 273-3318 or brendah@chorus.net.

News & Views

Something New Is On The Horizon...

by Tina Ginner

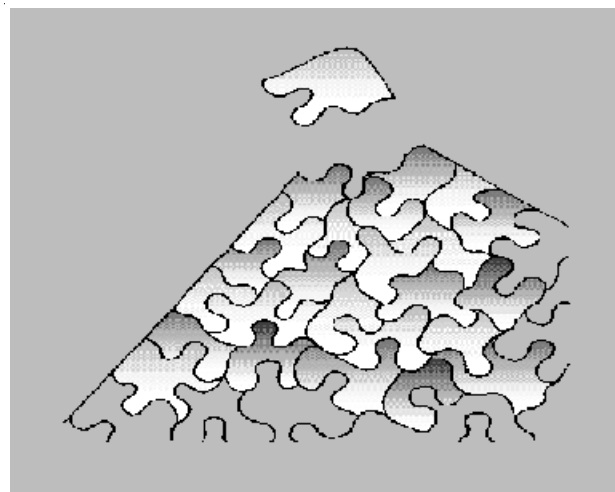
**WI Child Care Apprenticeship Project Coordinator
Department of Workforce Development**

Wisconsin received a federal grant to establish a Child Care Apprenticeship Program. This exciting new program will offer the “earn while you learn” concept to early care and education providers who decide to become apprentices. The grant was received in January of 2000, and is for creating the curriculum, the guidelines for the program called standards, and a pilot project with fifteen (15) apprentices in the Milwaukee area, with plans to go state-wide after the initial pilot.

Apprenticeship has a long history in Wisconsin. Wisconsin was the first to implement a Regulated Apprenticeship program in the United States, which began in 1911. The apprenticeship model incorporates on-the-job training with related instruction offered through the Technical College System for credit. Although Child Care Apprenticeship is still in the organizing phases this program will offer credit towards an Associates’ degree at any Wisconsin Technical College System school. This program is for the beginning level classroom teacher.

While in apprenticeship, the apprentice is under the supervision of a journeyworker or mentor. This person is experienced in his/her field and has been trained to work with adults. The apprentice will work with this journeyworker or mentor until specific skills and competencies have been attained. A wonderful aspect of apprenticeship is the daily on-the-job support that occurs for the apprentice. The idea of being “thrown to the lions” without training and guidance does not occur in apprenticeship programs. The apprentice can receive help from his/her journeyperson/mentor, the center administration, related instruction teacher, and even his/her related instruction classmates.

You may be asking yourself, “why should I want apprentices in my center?” Having apprentices in your center will offer informal training opportunities to all staff by bringing new ideas to the classroom and center. For a staff member who is an excellent teacher, it offers a way to challenge and expand his/her career; while sharing one’s teaching expertise, the reflection involved prompts professional renewal. Best of all, apprenticeship programs may alleviate the



staff-turnover that is occurring in centers today by bringing more satisfaction to jobs that are already worthwhile.

If you are a new provider in the field of early care and education you may be asking yourself “why should I become an apprentice?” A simple response to that would be to gain training that is relative to your working situation. Another would be to be supported by others during the process of learning. Having the opportunity to meet with other apprentices to discuss the different approaches that are used, is also a great benefit of apprenticeship. Receiving compensation while learning, with wage increases during the apprenticeship contract is definitely a positive for the individual worker. Also gaining a greater understanding of your chosen career through experience and training can strengthen your feeling of professionalism and of making the right career choice. Finally, you have the opportunity to share your knowledge with others once you have completed your apprenticeship contract.

Apprenticeship may not be for everyone, but there is a place for it in your center. The pilot project will begin in the spring semester of 2001 in Milwaukee. We are looking for interested centers, journeyworkers/mentors and future apprentices. This program is slated to go statewide in the fall of 2001.

As this exciting project progresses more information will be available. If you would like more information, please contact Tina Ginner, project coordinator at (608) 267-2355 or ginneti@dwd.state.wi.us.

News & Views

Centers of Excellence Initiative Gains Momentum

Excitement is growing around the state as Governor Tommy Thompson's Early Childhood Excellence Initiative gathers momentum to create first-class child care centers for Wisconsin's low-income rural and urban children.



in the training made available through the Centers of Excellence.

Congratulations to the following centers that were awarded "Excellence" grants:

Eighteen child care centers around the state have been awarded "Centers of Excellence" grants from the Department of Workforce Development Office of Child Care. The funding will allow the Excellence Centers to enhance the care they provide including: (a) safe and healthy care, (b) developmentally appropriate stimulation, (c) positive interaction with adults, (d) encouragement of individual emotional growth, and (e) promotion of positive relationships with other children.

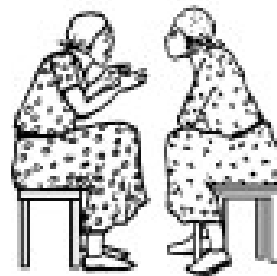
The 18 centers will share a \$10.5 million award that will allow management and staff at the centers to develop and grow their programs to achieve standards of excellence from which the entire state will benefit. Under the proposed program, the Centers of Excellence will become models for other child care providers around the state by using the state funds to develop their staff and programs, and providing "best practices" training for other child care providers in their respective communities.

The University of Wisconsin-Extension and several Child Care Resource and Referral agencies are also playing major roles in the Excellence Initiative. UW-Extension's Quality Care Initiative (QCI), headed by Dave Riley, Ph.D. and Mary Roach, Ph.D., is providing technical assistance, evaluation and monitoring to the centers. In addition, the QCI is spearheading a statewide campaign to communicate the program's successes to Wisconsin child care providers and the public.

The county Child Care Resource and Referral agencies will be awarded a separate \$3 million grant which will be used to provide assistance to other child care and family care providers in the state who participate

- **Bright Beginnings Early Learning Center – Eau Claire**
- **CAP Services Inc. – Stevens Point**
- **Children's Outing Association – Milwaukee**
- **Council for the Spanish Speaking – Milwaukee**
- **Dane County Parents Council – Madison**
- **Ebenezer Child Care Centers – Milwaukee**
- **Encompass Child Care, Inc. – Green Bay**
- **Gray's Child Development Center – Milwaukee**
- **Just Kid Inn – Kenosha**
- **LaCausa, Inc. – Milwaukee**
- **Menominee Tribal Day Care on the Menominee Indian Reservation – Keshena**
- **Milwaukee Public Schools – Congress School – Milwaukee**
- **Next Generation Now – Racine**
- **Penfield Children's Center – Milwaukee**
- **Pleasant Prairie Child Care Center – Kenosha**
- **V.E. Carter Development Group, Inc. – Milwaukee**
- **Waukesha County Head Start – Waukesha**
- **YMCA of Metropolitan Milwaukee – Milwaukee**

For more information on the project, contact Dave Riley, Ph.D., UW-Extension, at (608) 262-3314, or Mary Roach, Ph.D., UW-Extension, (608) 262-6041.



Do not wait for leaders;
do it alone, person to person.
-Mother Teresa


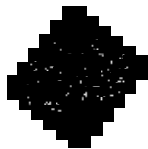


Articles & Items to Keep

1. **Calendar of Training Events.** This is a calendar of training events taking place throughout the state. Plan your continuing education hours. Includes contact numbers for registering for courses, workshops, and conferences. Updated monthly. Also available at the CCIC website <http://www.dpi.state.wi.us/ccic>

School-Age Needs and Issues

2. **Fact sheet on school-age children's out-of-school time.** National Institute on Out-of-School Time, Wellesley College, November 1998. Good source of statistics for justifying after-school programs, i.e., eighth graders who take care of themselves for eleven hours or more per week are at twice the risk for substance abuse as those who are not in self-care at all.
3. **WCCIP School-Age Care (TSS4).** Packet of tipsheets on advocacy, behavior management, environments, materials and equipment, rules and routines in planning the daily schedule.
4. **Initiation- saying good-bye to childhood.** Rachael Kessler. *Educational Leadership*, December/January 2000. Children need milestones to mark the closing of one lifestage and the opening of a new one. When society fails to provide traditional rites of passage, children feel they are unimportant and create their own frequently dangerous "badges of adulthood", such as, drinking alcohol.
5. **Seven to ten: Fitting in.** Roberta Israeloff. *Parents*, May 1993. Being accepted and having friends is crucial to self-esteem. Some children need help to find a friendship group. Supervising adults can do much to discourage group behavior that leaves some children out.
6. **The Aha! of media literacy.** *Education Update*, November 1999. Media literacy means learning to analyze the images and messages seen and heard all around us on television, radio, advertising, videos, films, clothing logos, and much more. When children understand how images work to produce reactions, they are given new lenses with which to view and control the effect of the media on themselves.
7. **16 tips for careful communications.** Betsy Shelby. *School-Age NOTES*, March 1992. Some easy-to-understand techniques for making messages clear in daily situations and those more intense moments that erupt in school-age care. Clearing the air takes consistent and fair negotiating procedures.
8. **Strategies to help children manage conflict.** *School-Age NOTES*, August 1998. Conflict is a part of operating in a group. When children learn how to manage their conflicts, they learn lessons useful in later life. These are good guidelines for adults coaching children through conflict resolution.
9. **Tackling teens' No. 1 problem.** Jan Adair. *Educational Leadership*, March 2000. An article about Project ALERT, a drug resistance program, which teaches children not only to say "no" but also how to say "no".
10. **How do parents and children talk about HIV?** *Wisconsin AIDS/HIV Update*, Summer 1998. Sexual activity begins very early for many teens. Youth may be resistant to advice from their parents and parents may find it awkward to discuss sexual issues with them. Programs which bring in health care providers and parenting experts as presenters can create a more appealing forum for parents to learn communications skills for talking about sex and sexually transmitted diseases.
11. **Families today: Helping children of divorce.** Teresa Byington. *School-Age Connections*, Vol.6, Issue 1, 1996. All families, regardless of size or style, need acceptance by child care providers. Families in change have extra support needs; divorce is so disruptive that a child's development is altered. This article includes a chart of age-typical traits exhibited in children of divorce.

12. **What's going on? Keeping parents informed.** Jennifer Glazier/ Cara Gordon-Gillis. *School-Age NOTES*, September 2000. Ideas for letting busy parents know what is going on in your program, i.e., newsletters, mailboxes, door greeters.
13. **UW Extension *School-Age Connections*, Vol.7, Issue 1, 1997.**
 - Multiple intelligences.** Ina Lynn McClain. The author identifies the seven intelligences included in Howard Gardner's theory of how people have individual strengths that help them learn.
 - Humor and the multiple intelligences.** Dee Dickinson. Here are some ideas about how to use children's multiple intelligences to nurture their senses of humor and playfulness.
 - A multiple intelligences bookshelf.** This is a list of websites and resources for learning more about multiple intelligences and how to use them when working with children.
14. **Kid wisdom 101.** Betty D. Wingo. *School-Age NOTES*, August 2000. The truths expressed by children drawing conclusions from life can be applied universally.
15. **When school-agers swear: Developing logical, needs-meeting consequences.** Mary Steiner Whelan. *School-Age NOTES*, September 2000. The author shares her experiences in helping children "keep other words inside their heads instead of swear words" and getting kids to agree to "no swearing" rules.
16. **5 & 6 years: Managing meanies.** Alison Hendries. *Parents*, April 2000. Young school-agers have hurtful encounters with bullies and other children who know how to use words as weapons. A two-step approach to soothing the emotional hurt is described.
17. **11-13 years: Mall mania.** Joanna Powell. *Parents*, April 2000. Recreational shopping is the expensive fad many families have fallen into. Children are especially vulnerable to this. Here are some suggestions for curbing consumerism in older school-agers.
18.  **Getting your child started in sports.** *Texas Parenting News*, Winter 1998. Take-home pages for parents about when it is appropriate for children to begin with organized sports, such as soccer, baseball and basketball. 

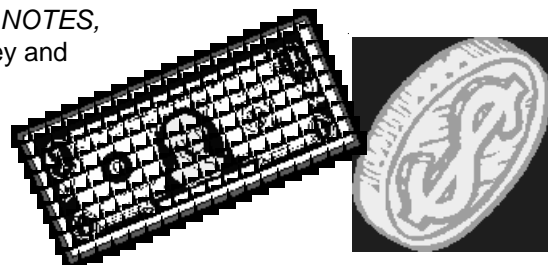
School-Age Environments

19. **Decorate your child's bedroom: Nine easy projects that lend a personal touch to a kid's castle.** Cindy Littlefield. *Family Fun*, May 2000. By adding beads, paint, silk flowers and a variety of other commonly found materials, children's play environments can become light-hearted environments.
20. **Build a backyard playhouse.** Leslie Garisto Pfaff. *Family Fun*, May 2000. Step-by-step instructions for a lightweight, moveable playhouse that non-carpenters can build.
21. **Storage ideas that promote self-help skills.** *Texas Child Care*, Fall 1997. School-agers frequently share space with younger children. Keeping toys and equipment separate can be a safety issue. Helping children keep their environment organized also helps caregivers reduce clutter and children gain independence.
22. **Beginnings workshop: Room arrangement.** *Child Care Information Exchange*, September 1997. Doing the groundwork of placing furnishings in such a way as to support planned and child-chosen activities, helps caregivers in several ways.
 - **Creating environments that intrigue and delight children and adults.** Wendy Shepherd/Jennifer Eaton.
 - **3 keys to flexible room arrangement.** Elizabeth Prescott.
 - **Mood: The spirit of place.** Anita Rui Olds.
 - **Meeting adult needs within the classroom.** Eileen Eisenberg.

23. **Beginnings workshop: Building in opportunities for gross motor development.** *Child Care Information Exchange*, May 1994. This packet of articles makes a good in-service training.
 - **From cartwheels to caterpillars: Children's need to move indoors and out.** Anita Rui Olds. Play areas need to encourage children to use their bodies and senses.
 - **Kids gotta move: Adapting movement experiences for children with differing abilities.** Carol S. Kranowitz. Through observation, caregivers can adapt the play area to suit the needs of children who experience health and physical challenges.
 - **Roughhousing as a style of play.** Rick Porter. Children naturally interact by touching and shoving each other. Instead of forbidding this, guide it into a fun form of exercise and stress release.
 - **Moving teachers to move children.** Margie Carter. Teachers need to examine their own movement habits and how uninspiring they are to children.
24. **Schoolyard habitat movement: What it is and why children need it.** Mary Rivkin. *Early Childhood Education Journal*, Vol. 25, No.1, 1997. The author asks if children have lost their natural play habitat. Play areas at schools have become safely maintenance free, but there is little contact with nature. "Greening" playgrounds is an effort described to combat asphalt play areas.
25. **Playgrounds for school-age afterschool programs.** Francis Wardle. *Child Care Information Exchange*, May 1998. This article outlines the key elements to planning for outdoor play with school-agers. Safety, age appropriateness, equipment, equipment placement, supervision, and maintenance are some of them. The author stresses that school-age children play differently than preschoolers and should not share the same play space. School-agers need places to just "hang out".
26. **City play.** Amanda Dargan/ Steve Zeitlin. *Educational Leadership*, December 1999/ January 2000. The author explains some of the psychology behind newer urban play styles, like graffiti, rapping, and breakdancing. "Play changes, but a child's need for a sense of security and community remains strong." Adults must not stop their "unobtrusive vigilance" which allows children to be creative players in modern street games.

Program Planning

27. **Beginnings workshop: School-age summer programs.** *Child Care Information Exchange*, March 1998.
 - **No more homework.** Linda Sisson. The National School-Age Care Alliance has developed a set of 25 standards for quality school-age care. This article describes how four of those standards apply to summer programming: flexibility, choice, connection to community, and safe supervision.
 - **Staffing for summer programs.** Richard T. Scofield. Day-long school-age care is not the same as after-school care. Tips for staffing and hiring to make programs for 6-14 year olds work in the summer.
 - **Opportunities and challenges.** Karen Haas-Foletta. Hints for activity planning.
 - **Summer programming success stories.** Activity ideas that have worked for others.
28. **Super summer camp programs.** R. Adrienne Boyd. *Early Childhood News*, May/ June 2000. Throughout the summer, staff must pay attention to the mood changes in school-age children in order to avoid "I'm bored disease". When working with mixed-age groups, keep in mind that younger school-agers and older school-agers have very different activity styles and needs.
29. **Kids, money, & summer programming.** *School-Age NOTES*, June 1995. Tips for helping children make pocket money and build business skills. Older children see purpose in activities with future potential.



30. **Lessons learned: Summer programs for 5-8th graders.** Sherry Wicks. *School-Age NOTES*, May 1994. Middle school "hanging out" programs are increasing. Some successful programs share insights.
31. **Health and wellness after school.** Grace C. Kolbe/ Beverly Berkin. *Educational Leadership*, March 2000. In two after-school programs, teens took the lead in talking about and changing risky health behaviors in themselves and their peers.
32. **Can't we all get along?** Michelle Seligson. *School-Age NOTES*, August 2000. Caregivers must be prepared to learn more about their own development during childhood and how that influences them still, in order to understand the quality of their relationships with children.
33. **Diverse needs of families, schools and communities in school-age child care programs: Best practices.** Karen DeBord, Marilyn Martin, & Tony Mallilo. *School-Age Connections*, Vol.6, Issue 1, 1996. A survey of centers resulted in a list of best interaction methods for working with children, ages 5-14 years old, and their families. The survey also revealed helpful lessons in the importance of community involvement in school-age care.
34. **Extracurricular activities: The path to academic success?** John H. Holloway. *Educational Leadership*, December 1999/ January 2000. Clubs and after-school sports reduce school dropouts by almost 40%.
35. **Planning youth programs: Democracy as a design for 10-15 year-olds.** *School-Age NOTES*, June 2000. Democratic youth programs are built on the belief that everyone has something valuable to contribute and is expected to do so at their own pace. This article outlines the key points in the "By Design" program model.
36. **UW Extension *School-Age Connections*, Vol.7, Issue 3, 1998.**
 - **Employable futures for all youth: Mission for school-age child care.** Jan Carroll. Working on skills that can help children become employed as young adults is a popular after-school program trend.
 - **Expanding services to meet the needs of before- and after-school care.** Jaqueline J. Kirby. Partnerships with businesses, schools, churches, etc., are beneficial when planning how to add school-age care to an existing child care program.
 - **Preparing youth for employable futures.** The Workforce Preparation Team, National 4-H Council. 4-H has a program model for involving communities in helping youth become productive, employable adults.
37. **Community service and school-age children: Time to give back.** Melissa Griffin/ Amy Kezman. *Texas Child Care*, Summer 1997. During ages 6-12, children construct their view of the world through what they experience. Helping children experience the joy of making a difference should be a part of the caregiver's "to do" list. Some suggestions are given for worthwhile service projects.

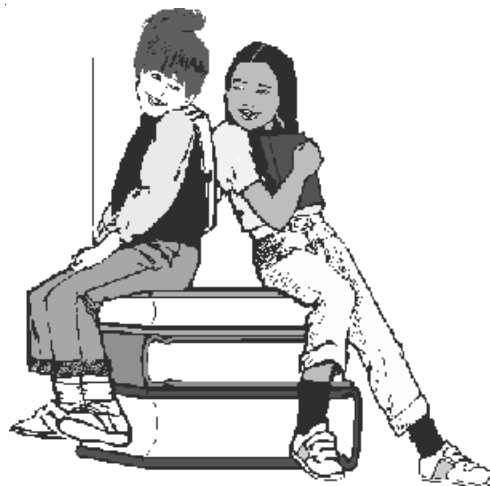
*Everything else you grow out of
but
you
never
recover
from childhood.*

-Beryl Bainbridge.



Staff Development

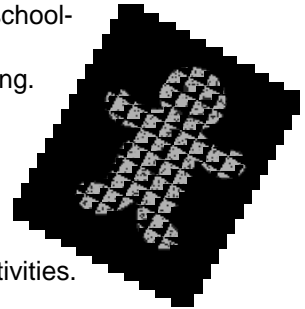
38. **To be or not to be? A staff development workbook.** Jim and Laurie Ollhoff. Concordia University. This workbook leads staff through a thought process designed to raise their level of sensitivity toward ethical work behavior and their awareness of their work with school-age children as a profession rather than an occupation.
39. **Facilitating social competence in a school-age setting: A school-age child care staff development manual.** Jim Ollhoff. Concordia University, 1997. Community-building, control, confidence, curiosity, coping, communication, and conflict resolution are seven social skills needed by children. These may be taught to children formally or informally. This workbook and accompanying discussion questions assist staff in understanding how to help children build these skills.
40. **School-age care from the perspective of social role theory.** Jim and Laurie Ollhoff. Concordia University, 1997. This training piece discusses the roles a school-age caregiver must fill in providing quality care. Self-awareness can reduce job stress and help in staff relations.
41. **School-age providers: Extended day or extended family.** Jim and Laurie Ollhoff. Concordia University. This staff development booklet discusses the role of child care in the larger family picture and the development of the whole child. This is an excellent training tool for raising staff consciousness of the effect they have on the lives of the children and families they interact with.



Activity Ideas

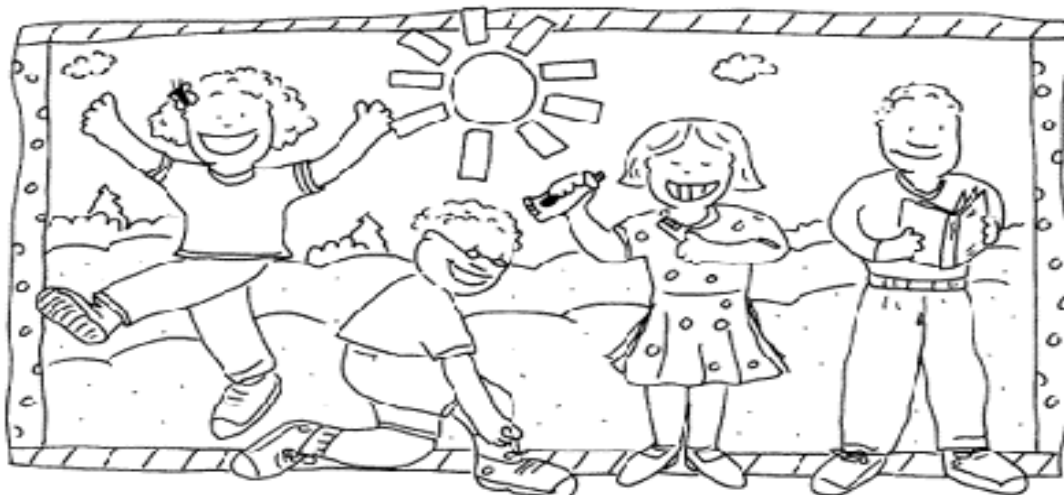
42. **Trash to treasure: Activities for school-agers.** *Texas Child Care*, Summer 1999. Art is not the same thing as crafts. Crafts are projects with specific outcome goals, while art is open-ended, unstructured, and ruled by individual choice. Children need opportunities for both types of activities. Throw-away items are the basis for the art and craft ideas offered here.
43. **Make your own table games.** Mary E. Maurer. *Texas Child Care*, Spring 1997. Before spending time making your own games, figure out how much your time is worth and how long-lasting the results will be. Compare the cost with purchased materials. Consider also whether the materials used in making homemade games are toxic, sharp-edged, or present choking hazards for preschool children. Shoddily made games are unappealing and do not inspire use.
44. **Surprise soaps.** Carol Scheffler. *Parents*, May 2000. Make personalized soaps with objects imbedded in the soapcakes.
45. **Dressed to a T.** Nicole Blasenak. *FamilyFun*, June/ July 2000. Decorate T-shirts by printing, coloring, crayon-transferring, stenciling, stamping, and puffy painting them.
46. **Almanac.** *FamilyFun*, May 2000. A sampler of activity ideas from making windsocks to salsa.
47. **Backyard fun under \$10.** Jodi Picoult. *FamilyFun*, June/ July 2000. Seven ideas including list of materials, approximated cost, and directions for completion. Examples: tie-dyed shoelaces and a bike rodeo.

48. **After-school fun.** Leslie Garisto Pfaff. *FamilyFun*, September 2000. Directions for making back-pack dangles, fruit pizza, and a sure-fire game using a deck of cards and a box of toothpicks..
49. **Packet of articles from *Everyday TLC*, May 2000.** Activity ideas for younger school-agers or mixed-age groups.
- **Forever blowing bubbles.** Bubble recipe for ever popular bubble blowing.
 - **Why do raisins jump?** A kitchen table science experiment.
 - **Make bridges to cross.** Construction ideas.
 - **Big batch of gingerbread.** Kathy Faggella. Easy-to-read recipe.
50. **Packet of activity ideas from *School-Age NOTES*.** May 1995, 1996, 1997; August 1997, 2000; July 1998. Dozens of ideas to help plan easy, engaging activities.



Brochures

51. **Growing up drug-free: A parent's guide to prevention.** U.S. Department of Education, 1998. This 46-page guide instructs adults on how and when to talk with children about drugs, from preschool age through high school age. Includes a pictorial guide to various drugs, their effects, and special facts adults should know about them.
52. **Catch the spirit! A student's guide to community service.** U.S. Department of Education/ Prudential Insurance Company, 1998. Ideas and information on how young people can help make their communities better places to live.
53. **The sun, UV, and you: A guide to sunwise behavior.** U.S. Environmental Protection Agency. Many childhood hours are spent outdoors. Adults are responsible for protecting children against the dangerous effects of the sun on their skin. This booklet explains these dangers and recommends ways of teaching children to protect themselves.



*Believing in yourself and liking yourself
is all a part of good looks.
-Shirley Lord.*



Program Planning and Administration

54. **After-school programs & the K-8 principal: Standards for quality school-age child care.** National Association of Elementary School Principals. Rev. ed. of Standards for quality school age child care. Alexandria, VA: NAESP, 1999. Best practices for school-age child care and the role of schools in providing high quality after-school programs.
55. **Before & after school programs: A start-up and administration manual.** Mary McDonald Richard. Nashville, TN: School-Age Notes, 1991. Policies, procedures, forms, budgets, job descriptions, staff handbook, staff evaluation, parent handbook and much more.
56. **Beyond the bell: A toolkit for creating effective after-school programs.** Katie E. Walter. Oak Brook, IL: NCREL, 2000. Criteria and tools for making good decisions in the areas of management, collaboration, programming, integration with the traditional school day, evaluation, and communication.
57. **The complete school-age child care resource kit: Practical guidelines, materials and activities for implementing a quality SACC program.** Abby Barry Bergman. West Nyack, NY: Center for Applied Research in Education, 1995. Step-by-step guide for those with little or no experience who want to start a school-age program in their community. Covers need assessment, finding sponsors and funding and a program site, common activities and games.
58. **For their sake: Recognizing, responding to, and reporting child abuse.** Becca Cowan Johnson. Martinsville, IN: American Camping Association, 1992. How to respond when a child tells you s/he has been abused, how to recognize the signs of abuse, report suspicions, hire and train staff, reduce the risk of abuse in your program, and what to do in the case of an accusation.
59. **In the trenches: Answers from the expert to the toughest questions you face.** Bob Ditter. Martinsville, IN: American Camping Association, 1997. Practical advice from "Camping Magazine" on children, parents, and staff. Issues covered include tattling, self-control, crushes, clinging, eating disorders, authority issues and much more.
60. **Kids club: A school-age program guide for directors.** Linda G. Sisson. Nashville, TN: School-Age Notes, 1990. Practical checklists for directors.
61. **Kids' time: A school-age care program guide.** Betsy Arns. Sacramento, CA: California Dept. of Education, 1994. The purpose of this guide is to specify what an exemplary school-age care program for children 5-14 would look like and to help staff develop such a program or improve an existing program.
62. **The NSACA Standards for Quality School-Age Care.** Boston, MA: National School-Age Care Alliance, 1998. 144 accreditation standards organized into 6 categories and 36 keys to quality for programs serving young people ages 5-14. Includes specific examples to illustrate the standards.
63. **Sanity in the summer.** With revisions. Jim Atkinson. Lake Monroe, FL: H-A-P-P-Y Productions, 1996. A beginner's guide to setting up a very structured seven-week summer program for school-agers.

64. **School-age child care: An action manual for the 90s and beyond.** 2nd ed. Michelle Seligson. Westport, CT: Auburn House, 1993. Pragmatic advice from the Wellesley School-Age Child Care Project on administration, scheduling, mission, funding, legal issues, curriculum and more.
65. **School-age care environment rating scale.** Thelma Harms. New York: Teachers College Press, 1996. A 49-item rating scale for assessing levels of quality in seven major categories.
66. **School-age care planner.** Laurie Ollhoff. St. Paul, MN: Concordia University, 2000. The first portion of this book gives an overview of the author's school-age care theories and the second portion consists of daily planning pages that you can use to implement those theories.
67. **School-age care: Theory and practice.** 2nd ed. Steve Musson. Reading, MA: Addison-Wesley Longman, 1999. Real-life scenarios help connect theory and practice in the areas of child development, respectful relationships, creative program planning, and behavior management.
68. **Youth programs: Promoting quality services.** Susan R. Edginton. Champaign, IL: Sagamore Pub., 1994. Good administrative handbook for providing quality programs for children 6-18 in summer camps and other out-of-school settings.

Staff Training

69. **Building relationships with parents and families in school-age programs.** Roberta L. Newman. Nashville, TN: School-Age Notes, 1998. Staff training resource for creating family-friendly school-age programs.



Caring for children in school-age programs. Derry G. Koralek. Washington, DC: Teaching Strategies, Inc., 1995. The most comprehensive training program available for staff working with children 5-12 during their out-of-school time.

70. **Volume I:** 6 modules: safe, healthy, program environment, physical, cognitive, communication.
71. **Volume II:** 7 modules: creative, self, social, guidance, families, program management, professionalism.
72. **A trainer's guide to Caring for children in school-age programs.**
73. **Giving children their childhood back.** Laurie Ollhoff. St. Paul, MN: Minnesota Department of Education, 1993. Ideas to get staff thinking about what school-age child care programs can do to counter the many aspects of our culture that are trying to take childhood away from children.
74. **Half a childhood: Quality programs for out-of-school hours.** 2nd ed. Judith Bender. Nashville, TN: School-Age Notes, 2000. This excellent school-age training course text is completely revised and updated with the latest best practices in before- and after-school, holiday and summer care.
75. **How to talk so kids will listen & listen so kids will talk.** 20th anniversary updated ed. Adele Faber and Elaine Mazlish. New York: Avon Books, 1999. Simple explanations and exercises make this classic adult-child communication book an excellent training resource.
76. **School-age child care professional training: A workbook for teaching staff.** Sue Lawyer-Tarr. Tulsa, OK: Clubhouse Press, 1991. This workbook for training staff includes hundreds of tips and techniques for creating dynamic, harmonious, alive programs for school-agers. It teaches ways to empower children to become caring people who realize their actions make a difference in their own lives and in the world, and who are able to respond with appropriate behavior.
77. **What do I do now?: Challenges and choices for camp counselors and other youth leaders.** Jerome Beker. Martinsville, IN: American Camping Association, 1996. 60 short, open-ended stories you can use to train school-age child care staff in human relations leadership skills and give them practice in problem solving. Includes good advice on how best to use the case study method.

Inclusion

78. **Camp director's primer to the Americans with Disabilities Act of 1990.** National Camp Executives Group. Monticello, NY: Markel Rhulen Underwriters & Brokers, 1992. Brief how-to overview for creating a barrier-free program. Written in 1991, but still useful.
79. **Making a place for kids with disabilities.** Dale Borman Fink. Westport, CT: Praeger, 2000. Case studies from one small Midwestern town show what makes it possible for children with disabilities to participate in youth programs, recreation, and clubs alongside their typical peers.
80. **School-age children with special needs: What do they do when school is out?** Dale Borman Fink. Boston, MA: Exceptional Parent Press, 1988. Detailed descriptions of programs for school-age children with disabilities in both specialized and mainstream settings.
81. **Successful strategies for working or living with difficult kids.** Joyce E. Divinyi. Peachtree City, GA: Wellness Connection, 1997. How to stay healthy and respond effectively to disruptive, disrespectful, defiant behavior from the most challenging children and adolescents.



Child Guidance

82. **Am I in trouble?: Using discipline to teach young children responsibility.** Richard L. Curwin. Santa Cruz, CA: ETR Associates, 1990. Positive, hands-on discipline techniques for care providers of children to age 10.
83. **The bully free classroom: Over 100 tips and strategies for teachers K-8.** Allan L. Beane. Minneapolis, MN: Free Spirit Pub., 1999. Bullying is a serious problem; here are things you can do to stop it and prevent it.
84. **But they spit, scratch, and swear: The do's and don'ts of behavior guidance with school-age children.** Mary Steiner Whelan. Minneapolis, MN: A-ha! Communications, 2000. Excellent book of behavior guidance do's and don'ts written especially for school-age child care providers.
85. **Career coaching your kids: Guiding your child through the process of career discovery.** David H. Montross. Palo Alto, CA: Davies-Black Pub., 1997. Career decision making begins when we have only inklings of what we might become. This book tells what to do—and what not to do—in helping children explore their career options.
86. **Discipline in school-age care: Control the climate, not the children.** Dale Borman Fink. Nashville, TN: School-Age Notes, 1995. When there are chronic behavior problems, is there something about the environment which can be changed to improve behavior?
87. **Making connections: Teaching and the human brain.** Renate Nummela Caine. Menlo Park, CA: Addison-Wesley Pub. Co., 1994. Fascinating book on the brain, teaching, and learning. Why reflection time is important, why rote learning and memorization fail, how external rewards and punishment demotivate students, and the role stress and threat play in reducing learning.
88. **Please don't sit on the kids: Alternatives to punitive discipline.** Clare Cherry. Belmont, CA: Fearon Teacher Aids, 1982. Excellent resource for developing your group management and individual guidance skills. Explains why children misbehave and gives alternatives to traditional discipline.
89. **Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes.** Alfie Kohn. Boston, MA: Houghton Mifflin, 1993. The more we use artificial inducements to motivate people, the more they lose interest in what we're bribing them to do. And promising goodies to children for good behavior can never produce anything more than temporary obedience.

90. **There's gotta be a better way: Discipline that works!** Revised. Becky Bailey. Oviedo, FL: Loving Guidance, Inc., 1997. A humorous and enlightening way to uncover damaging beliefs adults hold about themselves and children, and then use that understanding to teach children to meet their needs in socially acceptable ways without adults being too controlling or permissive.
91. **What did I just say!?!: How new insights into childhood thinking can help you communicate more effectively with your child.** Denis M. Donovan. New York: Henry Holt, 1999. Phrases such as "Can't you behave?" and "You're driving me crazy!" actually prevent adults from saying what they mean and cause children to hear something entirely different and do the opposite of what's being asked, especially very young children and those diagnosed with ADHD.
92. **When sex is the subject: Attitudes and answers for young children: suggestions for teachers, parents, and other care providers of children to age 10.** Pamela Wilson. Santa Cruz, CA: Network Publications, 1991. Age-appropriate answers to common questions about sexuality, examples of "less-is-more" definitions of sexual terms, positive messages about the human body and the need for caring touch among all human beings.
93. **Yardsticks: Children in the classroom, ages 4-14: a resource for parents and teachers.** Expanded ed. Chip Wood. Greenfield, MA: Northeast Foundation for Children, 1997. Clear and concise descriptions of developmental characteristics of children ages 4-14. Includes charts with developmental "yardsticks" for physical, social, language, and cognitive growth. A great resource for shaping activities to meet the needs of all children.

General Activities

94. **Rainy days & Saturdays.** Linda Hetzer. New York: Workman Pub., 1995. Challenging activities—from a few minutes to all day—for times when children can't go outside.
95. **Ready-to-use activities for before and after school programs.** Verna Stassevitch. West Nyack, NY: Center for Applied Research in Education, 1998. 200 easy-to-do activities including arts and crafts, indoor and outdoor games, songs and finger games, science and nature, healthy snacks, and special activities.
96. **School-age ideas and activities for after school programs.** Karen Haas-Foletta. Nashville, TN: School-Age Notes, 1990. Programming strategies and tips, over 140 activities and games, 22 recipes for arts and crafts materials, 35 interesting club ideas, 40 themes for summer.
97. **Summer sizzlers & magic Mondays: School-age theme activities.** Edna Wallace. Nashville, TN: School-Age Notes, 1994. For summer programs this book suggests 19 themes with 125 activities, and for the hours after school, it has 105 activities with 19 themes.



Arts and Crafts Activities

98. **Creative crafts: For camps, schools, and groups.** Catherine Tilley Hammett. Martinsville, IN: American Camping Association, 1987. Extensive, detailed instructions for braiding and knotting, basketry, ceramics, leatherwork, metalwork, printing and stenciling, sketching and painting, weaving, and woodwork.
99. **Discovering great artists: Hands-on art for children in the styles of the great masters.** MaryAnn F. Kohl. Bellingham, WA: Bright Ring Publishing, 1996. Child-tested activities in painting, drawing, sculpture, photography, architecture and more allow children 4-12 to experience the styles and techniques of the great masters of art from the Renaissance to the present.

100. **I can make a rainbow: Things to create and do.** Marjorie Frank. Nashville, TN: Incentive Pub., 1976. 300 pages of activities in a giant collection of easy-to-follow arts and crafts projects.
101. **Kids' art works!: Creating with color, design, texture & more.** Sandi Henry. Charlotte, VT: Williamson Pub. Co., 1999. Hands-on, original artwork projects for children 6-12 teach a variety of techniques and concepts in printing, sculpture, weaving, drawing, painting, color, texture and pattern.
102. **The Kids Can Press jumbo book of crafts.** Judy Ann Sadler. Buffalo, NY: Kids Can Press, 1998. Over 150 craft ideas with easy-to-follow directions and step-by-step illustrations.
103. **Kids create!: Art & craft experiences for 3- to 9-year-olds.** Laurie M. Carlson. Charlotte, VT: Williamson Pub. Co., 1990. Art and craft activities for youngsters' creative self-expression, with easy-to-follow instructions.
104. **Making cool crafts & awesome art: A kids' treasure trove of fabulous fun.** Roberta Gould. Charlotte, VT: Williamson Pub., 1998. A variety of hands-on art and craft activities, incorporating storytelling, ethnic cooking, music, nature, cultural games, and more. Crafts are geared for 6-14-year-olds, include long-term projects to hold older kids' interest, and use recycled or inexpensive everyday materials.
105. **Making things: The handbook of creative discoveries.** Ann Sayre Wiseman. Boston, MA: Little, Brown, 1973. Classic arts and crafts book with instructions for making over 100 items from paper, string, bread, wire, clay, and other easily available materials.
106. **Take part art: Collaborative art projects.** Bob Gregson. Carthage, IL: Fearon Teacher Aids, 1991. Collages, murals, sculptures, and other projects on which children learn to work together.

Character Building Activities

107. **Adventures in peacemaking.** William J. Kreidler. Hamilton, MA: Project Adventure, Inc., 1995. Drama, cooking, art and other activities through which children in after-school and summer programs, camps and recreation centers learn conflict resolution skills.
108. **Being your best: Character building for kids 7-10.** Barbara A. Lewis. Minneapolis, MN: Free Spirit Pub., 2000. Text, anecdotes, and activities introduce and discuss how to build important character traits, such as caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility.
109. **The best self-esteem activities for the elementary grades.** Terri Akin. Spring Valley, CA: Innerchoice Pub., 1990. Enjoyable, easy-to-use experiences that help children understand and express feelings, communicate effectively, assume responsibility, make decisions, solve problems, set and attain goals, and develop an accurate self-concept.
110. **Creative conflict resolution: More than 200 activities for keeping peace in the classroom.** William J. Kreidler. Glenview, IL: Scott, Foresman, 1984. Over 20 conflict resolution techniques and 200 activities and games that teach children 5-12 how to cooperate and be their own peacemakers.
111. **How to play with kids: A powerful field-tested nuts & bolts condensed guide to unleash and improve your "kid-relating" skills.** 2nd ed. Jim Therrell. Austin, TX: Play Today Press, 1992. Play leadership techniques for group games with school-agers, tips for improving your kid-relating skills, and lots of activities.
112. **Jump-starters: Quick classroom activities that develop self-esteem, creativity, and cooperation.** Linda Nason McElherne. Minneapolis, MN: Free Spirit Pub., 1999. Quick activities, projects, and discussion topics for children in grades 3-6 to boost self-awareness and self-esteem as well as interest in and cooperation with others.



113. **The me I'm learning to be.** Rev. ed. Imogene Forte. Nashville, TN: Incentive Publications, 1991. Open-ended activities to help students identify and deal with their feelings and ideas about themselves and the society around them.
114. **Time in: A handbook for child and youth care professionals.** Michael Burns. Sarnia, Ont.: Burns-Johnston Pub., 1993. How to mentor and nurture children in group settings from early childhood to young adulthood through interesting activities that stimulate interaction and awareness, vitality and joy in both children and adults.
115. **What do you stand for?: A kid's guide to building character.** Barbara A. Lewis. Minneapolis, MN: Free Spirit Pub., 1998. Helps kids 11 and over develop values through activities that teach them how to recognize a choice, weigh the options, and make a decision that is right for them. Confidence, restraint, forgiveness, integrity, and honor are some of the 28 values discussed.
116. **What kids need to succeed: Proven, practical ways to raise good kids.** Rev. ed. Peter L. Benson. Minneapolis, MN: Free Spirit Pub., 1998. Describes 40 developmental assets that children need to be successful in life. Suggests 900 things that any adult who works with children can do to help build those assets.

Enrichment Activities

117. **Doing the days: A year's worth of creative journaling, drawing, listening, reading, thinking, arts & crafts activities for children, ages 8-12.** Lorraine M. Dahlstrom. Minneapolis, MN: Free Spirit Pub., 1994. With something new and different for each day of the year, this book suggests almost 1500 ways to have thought-provoking fun.
118. **Gizmos & gadgets: Creating science contraptions that work (& knowing why).** Jill Frankel Hauser. Charlotte, VT: Williamson Pub., 1999. How children 7-14 can think like inventors and make 75 contraptions that demonstrate friction, gravity, energy, motion, and other principles of physics.
119. **One-hour mysteries.** Mary Ann Carr. San Luis Obispo, CA: Dandy Lion, 1994. Children become detectives when they use deductive reasoning skills, take notes, organize data, analyze evidence, solve mysteries, and discover "who done it" in each of the five crimes in this book.
120. **ScienceArts: Discovering science through art experiences.** MaryAnn Kohl. Bellingham, WA: Bright Ring Publishing, 1993. Art and science projects for children ages 3-10 in school, child care, homeschool, preschool, children's museums, or at home.
121. **Sense-abilities: Fun ways to explore the senses: activities for children 4 to 8.** Michelle O'Brien-Palmer. Chicago, IL: Chicago Review Press, 1998. Presents activities about the five senses, allowing children 4-8 to predict outcomes, gather materials, make scientific observations, and respond to their findings.
122. **Smart moves: Why learning is not all in your head.** Carla Hannaford. Arlington, VA: Great Ocean Publishers, 1995. Why the body plays an essential role in all thinking and learning, and how to use movement to fully activate students' learning potential.
123. **The snack sneak: Logic games, mysteries and quests.** Carol Ledden. Toronto: Annick Press, 1993. Logic puzzles and mystery games.

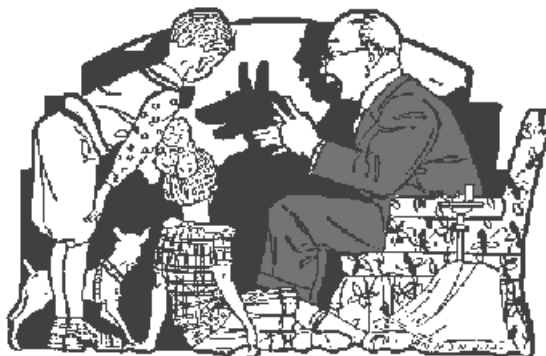


Game Activities

124. **The cooperative sports & games book: Challenge without competition.** Terry Orlick. New York: Pantheon Books, 1978. Over 100 games based on cooperation, suitable for all ages and sizes, and requiring little if any equipment.
125. **Everyone wins!: Cooperative games and activities.** Sambhava Luvmour. Philadelphia, PA: New Society Publishers, 1990. Over 150 games designed to help children 3-9 and up resolve conflict, enhance communication, build self-esteem, appreciate nature, be creative, laugh with each other and have fun. The games are categorized by activity level, age level, location, and group size.
126. **Games, games, games: Creating hundreds of group games & sports.** David L. Whitaker. Nashville, TN: School-Age Notes, 1996. How to come up with variations that keep tried-and-true games exciting and facilitate children's creation of their own games and sports using a minimum of props and a lot of imagination.
127. **Games we should play in school: A revealing analysis of the social forces in the classroom and what to do about them: A proven social skills curriculum that includes over 75 interactive, fun social games.** 2nd ed. Frank Aycox. Discovery Bay, CA: Front Row Experience, 1997. Over 75 interactive, fun social games that aid in broadening social skills.
128. **The incredible indoor games book: 160 group projects, games, and activities.** Bob Gregson. Belmont, CA: Fearon Teacher Aids, 1982. Simple but substantial indoor games for kids 6-16.
129. **The outrageous outdoor games book: 133 group projects, games, and activities.** Bob Gregson. Belmont, CA: Fearon Teacher Aids, 1984. Outdoor games for all weather, spaces and time periods, most needing no equipment or planning.
130. **QuickSilver: Adventure games, initiative problems, trust activities, and a guide to effective leadership.** Karl Rohnke. Dubuque, IA: Kendall/Hunt Pub., 1995. Outdoor adventure games for older school-agers.
131. **Simply fun!: A book of hand me down games.** 2nd ed., rev. Patricia Zatopa. Rhinelander, WI: Explorer's Guide Pub., 1998. Traditional "old-fashioned" games for children 4-10. Includes active games like dodge ball, kick the can, and red rover, and quiet games like hangman, jacks, and twenty questions.



*Every adult needs a child to teach.
It's the way adults learn.
-Anonymous.*



Multicultural Activities



- 132. **Global art: Activities, projects, and inventions from around the world.** MaryAnn F. Kohl. Beltsville, MD: Gryphon House, 1998. Over 130 process-oriented art ideas from around the world with information on each country's history, geography, and culture.
- 133. **Juba this and juba that: 100 African-American games for children.** Darlene Powell Hopson. New York: Simon & Schuster, 1996. Authentic, traditional African games updated for school-age children today: outdoor, indoor, board and musical games; craft and Kwanzaa activities; and interesting descriptions of each game's origin.
- 134. **The kids' multicultural art book: Art & craft experiences from around the world.** Alexandra M. Terzian. Charlotte, VT: Williamson Pub., 1993. Craft projects for children 3-9 from African, Native American, Eskimo, Asian, and Hispanic cultures.
- 135. **The kids' multicultural cookbook: Food & fun around the world.** Deanna F. Cook. Charlotte, VT: Williamson Pub. Co., 1995. Favorite foods and recipes from around the world for children ages four and up, along with games, cultural traditions, and customs from the far corners of the globe.
- 136. **The multicultural game book: More than 70 traditional games from 30 countries.** Louise Orlando. New York: Scholastic Professional Books, 1993. Fun ways for children ages 6-12 to develop an understanding of world cultures.

Nature And Outdoor Activities

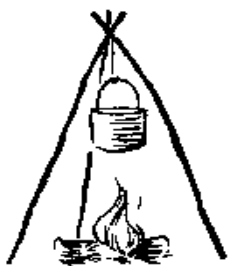


- 137. **Creative play areas: A how-to book for parents, teachers and children.** Nonia Kosanke. Nephi, UT: Innovation Station, 1990. Over 185 inexpensive, not too difficult projects that adults and kids ages 2-12 will love doing together to make their own outdoor creative play area.
- 138. **The great outdoors: Restoring children's right to play outside.** Mary S. Rivkin. Washington, DC: NAEYC, 1995. Children in the primary grades need to spend more time outdoors. Here are ideas to help you envision and create wonderful play areas that children will want to use.
- 139. **The kids' nature book: 365 indoor/outdoor activities and experiences.** Rev. ed. Susan Milord. Charlotte, VT: Williamson Pub. Co., 1996. A nature-nurturing activity for children 4-10 for every day of the year, from snowy outdoor activities in January to safe sun projects in July.
- 140. **Learn and play in the garden.** Meg Herd. Hauppauge, NY: Barron's Educational Series, 1997. Over 40 environmental and gardening activities divided among the four seasons, plus games and crafts that use natural resources.
- 141. **Nature crafts for kids.** Gwen Diehn. New York: Sterling Pub., 1997. Inspiring color photographs illustrate 50 craft projects that use leaves, flowers, twigs, and shells to make kites, kaleidoscopes, clocks and other fantastic things.
- 142. **The nature specialist: A complete guide to program and activities.** Lenore Hendler Miller. Martinsville, IN: American Camping Association, 1986. Nature activities developed by a camp naturalist to share a love and awe of nature with children and to help them come to understand, admire and respect the natural world.
- 143. **Play lightly on the earth: Nature activities for children ages 3 to 9.** Jacqueline Horsfall. Nevada City, CA: Dawn Publications, 1997. Environmental play ideas to foster the virtues of empathy and caring for wildlife, respect and responsibility for the Earth, resourcefulness, self-reliance, and cooperation among species.

144. **Puddles and wings and grapevine swings: Things to make and do with nature's treasures.** Imogene Forte. Nashville, TN: Incentive Pub., 1982. 300 pages of nature activities and crafts for both indoors and out, in all seasons.

Performing Arts Activities

145. **Kids make music!: Clapping & tapping from Bach to rock.** Avery Hart. Charlotte, VT: Williamson Pub., 1993. No instruments are required, just hands, feet, and wiggly bodies as children 3-9 explore a variety of musical styles, dance, conduct, invent lyrics, and even build their own instruments.
146. **Making make-believe: Fun props, costumes, and creative play ideas.** MaryAnn F. Kohl. Beltsville, MD: Gryphon House, 1999. Spur children's creativity and imagination by showing them how to make their own puppets, props, masks, and costumes to use in dramatic play.
147. **Nifty, thrifty, no-sew costumes & props.** Carol Ann Bloom. Glenview, IL: Good Year Books, 1998. Patterns and instructions for creating a full wardrobe of costumes and makeup for a wide variety of characters, animals, and creatures. No sewing required.



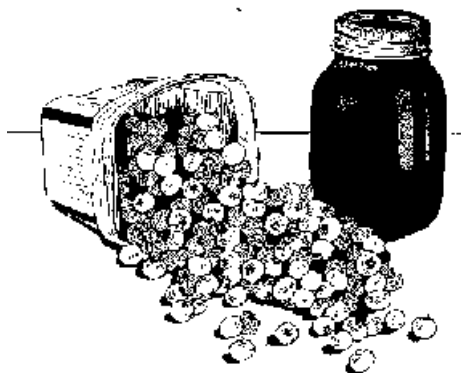
148. **Practical plays.** Pamela Marx. Glenview, IL: GoodYear Books, 1993. Simple plays for groups of children in grades 1-6 on the topics of Halloween, Thanksgiving, Winter Holiday, Valentine's Day, Brotherhood/Peace, and Earth Day/Nature.
149. **Stories for the campfire.** Edited by Bob Hanson. Martinsville, IN: American Camping Association, 2000. Classic collection of campfire tales—humorous, ghost, and adventure stories, stories with a moral, and Native American tales—in an easy to read, easy to use format.

Service Activities

150. **I can ignite the community spirit: 301 ways to turn caring into action.** Joy J. Golliver. Seattle, WA: Ignite the Community Spirit, 1997. Ideas for service projects that create an impression on youth.
151. **The kid's guide to service projects: Over 500 service ideas for young people who want to make a difference.** Barbara A. Lewis. Minneapolis, MN: Free Spirit Pub., 1995. Opportunities for youngsters to participate in successful community service.
152. **Teaching young children through service: A practical guide for understanding and practicing service-learning with children ages 4 through 8.** Ann Shoemaker. St. Paul, MN: National Youth Leadership Council, 1999. Useful, fun projects through which children learn how to meet an actual need within their community.

*Happiness is like jam.
You cannot spread even a
little
without getting some on
yourself.*

-Unknown.



Audiovisual Materials to Borrow



Program Planning and Administration

153. **After-school programming, plan it!** (Indiana's child care collection.) Washington, DC: NAEYC, 1999. 2 videocassettes, VHS, color, 56 min. total. Explains the need for school-age child care and outlines the major steps in program design.
154. **Before and after school...Creative experiences.** (Indiana's child care collection.) Washington, DC: NAEYC, 1993. VHS, color, 28 min. Describes programs in which school-age children experience the responsibilities of independence within safe environments and with the support of caring and helpful adults.
155. **By design: A new approach to programs for 10-15 year-olds.** Family Directions, Inc. Nashville, TN: School-Age Notes, 1998. 1 videocassette + 2 books in container. Leading by design: a video guide to quality programs for 10-15 year-olds (VHS, color, 30 min.) + Building by design: creating democratic communities in programs for 10-15 year-olds (145 p.) + Caring by design: establishing care structures in programs for 10-15 year-olds (147 p.) In this excellent video, staff from a variety of programs for older school-agers show us how to do six very important things in our work with youth: be intentional, create a sense of belonging, establish a social contract, transfer leadership to the group, encourage positive behavior, and focus on process.
156. **Keys to quality in school-age child care.** Rockville, MD: Montgomery County Public Schools Television Foundation, Inc., 1993. VHS, color, 25 min. + viewer's guide + trainer's guide. Summarizes four key considerations in planning, selecting, and implementing quality school-age child care programs: plan with children in mind; organize for diversity and choice; view parents as partners with the program provider; collaborate with others who can help.
157. **A place of their own: Designing quality space for out-of-school time.** Wellesley, MA: National Institute on Out-of-School Time, 2000. VHS, color, 15 min. + guide. How to design quality spaces indoors and out to improve programs and meet the safety, comfort and creative needs of all children and staff in existing or new facilities.
158. **School-age child care: Caring enough.** Urbana-Champaign, IL: University of Illinois, 1988. VHS, color, 22 min. + guide. Factors to consider when deciding if self-care is appropriate for your child or if he needs school-age child care. Parents, children, child care providers, business and community leaders comment on the variety of arrangements communities set up to provide care for children before and after school. Leader's guide outlines a one-hour awareness meeting or a two-hour program to help prepare participants to conduct a local needs assessment.



Activities

159. **ABC's of supervision.** Cedar Falls, IA: University of Northern Iowa, [199-?]. VHS, color, 16 min. How to supervise playground activities using strategies that prevent injuries to children.
160. **Education in motion.** (#122). By Carla Hannaford and Sandra Zachary. Tucson, AZ: Zephyr Press, 1993. VHS, color, 27 min. Introduces the Brain Gym program, an educational kinesiology system that uses movement to integrate left and right brain functions for better learning. See also the book Smart moves: why learning is not all in your head.
161. **Essentials of play leadership.** By Jim Therrell. Austin, TX: Professional Play Leaders Assn.-USA, 1991. VHS, color, 24 min. Jim Therrell, executive director of the Professional Play Leaders Association and author of the book How to Play with Kids (#111), explains and demonstrates the "creative play leadership process" with school age children.



- 162. Fun, safe field trips with school age children.** Pullman, WA: Washington State University Cooperative Extension, 1998. VHS, color, 14 min. Covers the developmental appropriateness of field trips for children 5-12 years old and gives specific steps for planning a safe, fun field trip.

- 163. How to lead games.** By Dr. Bill Michaelis. Fremont, CA: Radworks, 1997. VHS, color, 39 min. Includes a step by step approach to teaching games, with suggestions for promoting physical and emotional safety, getting attention, dividing teams and modifying activities.

- 164. Kids' time: Planning school-age care activities.** Sacramento, CA: California Dept. of Education, 1996. VHS, color, 27 min. + booklet. Designed to train extended day care staff about how to plan program activities that are enriching, motivating, and fun. The video is based on the book Kids' Time: A School-Age Care Program Guide (#62).

- 165. Making and playing homemade instruments.** By Cathy Fink and Marcy Marxer. Woodstock, NY: Homespun Video, 1989. VHS, color, 60 min. Cathy and Marcy demonstrate for children ages 5-12 how to make and play a mouthbow, oatmeal box banjo, bleach bottle banjo, oatmeal box congas, spoons, bottle cap castinets, tin can maracas, washtub bass, and washboard.

- 166. School-age child care: Activity planning.** Urbana-Champaign, IL: University of Illinois, 1990. VHS, color, 39 min. How to plan developmentally appropriate activities for school-age children in group settings, plus prerequisites to successful activity planning, how to develop a daily schedule, the role of adults in school-age child care programs, and methods for involving parents and the community.

Child Guidance

Different and the same. Pittsburgh, PA: Family Communications, 1995. 10 VHS, color video-tapes, approx. 15 min. each. + teacher's guides. This wonderful series is designed to help adults and children in 1st-5th grades talk about, understand, and prevent prejudice. Each segment combines animal puppets in children's roles and actors from a variety of ethnic backgrounds as the adults who guide children through active problem solving to cooperative and caring resolutions. The teacher's guides and training video acknowledge the complexity of these issues and offer lots of advice to help teachers become comfortable with the idea of talking about prejudice.

- 167. Tape 1: Sticks and stones.** Name-calling. Hurting others as a reaction to being hurt.
- 168. Tape 2: Cinderella and me.** Being excluded from mainstream culture.
- 169. Tape 3: Long distance.** Speaking a different language.
- 170. Tape 4: Play ball.** Stereotyping.
- 171. Tape 5: The club.** Standing up against prejudice directed at someone else.
- 172. Tape 6: Tug of war.** Choosing a friend across racial lines.
- 173. Tape 7: Proud to be me.** The pull between maintaining a strong cultural identity and assimilation.
- 174. Tape 8: I'm American, too.** Definitions of being American.
- 175. Tape 9: Words on the wall.** Hate crimes.
- 176. Tape 10: Training video.** (36 min.) Designed to help stimulate discussion within a teacher training workshop.

Every survival kit should include a sense of humor.
-Anonymous.

Responsible kids in school and at home. By Linda Albert. Circle Pines, MN: American Guidance Service, 1994. 6 VHS, color tapes + leader's guide. This series gives practical answers to problems teachers and parents face with irresponsible, disruptive, and sometimes violent behavior. It offers realistic, effective, positive discipline strategies to affirm students' self-worth while insisting that kids share responsibility for their behavior. Tapes 2 through 5 each illustrate one kind of behavior, examine clues for identifying such behavior, explore strategies for preventing that behavior rather than unwittingly reinforcing it, and present ideas for intervening effectively at the moment of misbehavior.

- 177. **Tape 1: I have a reason: The basics of behavior.** 15 min. Why kids do what they do, why they choose irresponsible and disruptive behavior, and where you start when you want to help turn kids around. Introduces the Cooperative Discipline philosophy based on the time-tested ideas of Adler, Dreikurs, and Glasser.
- 178. **Tape 2: Look at me: attention seeking behavior.** 19 min.
- 179. **Tape 3: Let's fight: Power struggles.** 19 min.
- 180. **Tape 4: I'll get even: Revenge behavior.** 18 min.
- 181. **Tape 5: Leave me alone: Avoidance of failure behavior.** 22 min.
- 182. **Tape 6: You're the greatest: Building self-esteem through encouragement.** 17 min. Encouragement is the most powerful tool adults have for teaching youngsters to choose responsible behavior. Encouragement helps kids feel capable, connected and contributing, and it helps them learn that they can satisfy their need to belong through appropriate behavior rather than misbehavior.

- 183. **School-age child care: Guidance and discipline.** Urbana-Champaign, IL: University of Illinois, 1989. VHS, color, 44 min. How to organize a school-age child care program in ways that encourage positive behaviors, how to deal with discipline problems when they occur, and how to discuss problems with both parents and children. Goal is to help children develop self-control, self-direction, self-esteem.

- 184. **The school-age connection.** By Billie N. Duncan. Lubbock, TX: Creative Educational Video, 1990. VHS, color, 19 min. + study guide. Many specific activities to enhance school-agers' "self-esteem building skills" in the areas of self-awareness, appreciation of others, focusing on abilities, and setting goals.

- 185. **Start seeing diversity: The basic guide to an anti-bias classroom.** Ellen Wolpert for the Committee for Boston Public Housing. St. Paul, MN: Redleaf Press, 1999. VHS, color, 52 min. + 1 guide (143 p.) Although this is the story of the anti-bias approach evolved by a preschool in a public housing development in Boston, it is equally pertinent to school-age child care. Individual sections give concrete examples of six specific areas of bias: age, gender, sexual orientation, economic class, physical abilities and characteristics, and race and ethnicity. Recommends that we don't just contradict stereotypes as they come up, but that we use the whole program to get kids and adults to think critically about bias and to develop new understanding and the capacity to stand up for themselves and others.

Audiocassettes by Dr. Becky Bailey: Oviedo, FL: Loving Guidance, Inc. Each program is 2 audiocassettes, 120 min. total.

- 186. **10 principles of positive discipline.** 1993. Very specific ideas on how to discipline in ways that communicate love and make children feel good about themselves.

- 187. **Dr. Becky Bailey's conflict resolution.** 1997. How to improve your own conflict resolution skills in order to model and teach cooperative strategies to children.

- 188. **Preventing power struggles.** 1996. How to prevent power struggles between yourself and a child, get out of a power struggle if you find yourself in one, and heal yourself and the child after a power struggle.

- 189. **Transforming aggression into healthy self-esteem.** 1995. How to transform the self-hate of aggression into healthy self-esteem and self-control in ourselves and our children.

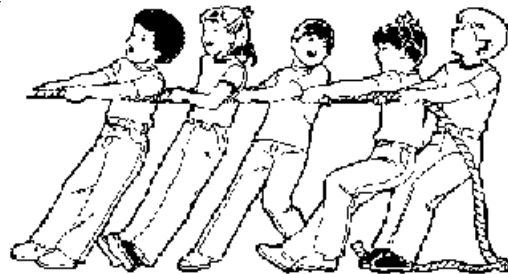
Child Development

The developing child. Barrington, IL: Magna Systems, Inc. VHS, color, 30 min. + workbook. The following six tapes from this series are about school-age children:

190. **Middle childhood: Physical growth and development.** 1997. (Module 25) Physical changes which take place between the ages of 5 and 12 years; development of large and small motor skills; conditions such as obesity, disabilities and stress which disrupt growth and development; the effects of poverty on physical growth and development; the role of school in the physical health of the middle years child.
191. **Middle childhood: Cognitive and language development.** 1997. (Module 26) Piaget's theory of concrete operational development; characteristics of the concrete operational child; the theory of information processing; the strategies which contribute to cognitive advances in children 5 to 12; the characteristics of the language of the school age child; the function of the school in cognitive development including the role of parents, the ideal classroom, mainstreaming, bilingual education, and assessment using IQ and achievement tests.
192. **Middle childhood: Social and emotional development.** 1997. (Module 27) The development of the sense of self in 5 to 12 year olds; growth in social cognition; family relationships during middle childhood; changes in family structure in present day society and the need for before and after school child care; the formation and function of peer groups; social and emotional strengths and problems; the role of school in the social and emotional development of the middle years child.
193. **Adolescence: physical growth and development.** 1995. (Module 28) Changes during puberty, impact of early or late maturation, nutritional disorders, teen pregnancy, sexually transmitted diseases, drug and alcohol use.
194. **Adolescence: Cognitive and moral development.** 1995. (Module 29) Changes in adolescent thinking, changes in moral reasoning, limitations of adolescent egocentrism, effects of schooling, influences affecting sexual behavior decisions.
195. **Adolescence: Social and emotional development.** 1995. (Module 30) The search for identity, teens' relationships with parents, parenting styles and values, peer support of growing independence.
196. **Middle childhood.** (Time to grow, Tape 5.) Fountain Valley, CA: Coast Community College District & the Corporation for Community College Television, 1992. VHS, color, 150 min. Five 30-minute segments on the development of the 7- to 12-year-old child:
 - The Elementary Mind: Research in mathematical abilities, memory, and intelligence
 - Me and My Friends: Social and emotional development during middle childhood
 - Family Influences: Sibling relationships, divorce, and the complexities of family life
 - Getting Along: Development of prosocial and aggressive behavior
 - Three Children: Focuses on the lives of three different school-aged youngsters
197. **Multiple intelligences: Discovering the giftedness in all.** By Thomas Armstrong. Port Chester, NY: National Professional Resources, 1997. VHS, color, 44 min. An overview of multiple intelligences theory and the eight different ways of being smart.
198. **School-age child care: Meeting developmental needs.** Urbana-Champaign, IL: University of Illinois, 1988. VHS, color, 33 min. + guide. Detailed information on the developmental needs of school-age children, how those needs can be met in the child care environment, and how common behavior problems in after-school programs are tied to the developmental characteristics of older children and the demands of a group setting. Leader's guide is designed for a one-, two- or three-hour workshop for child care providers.

Inclusion

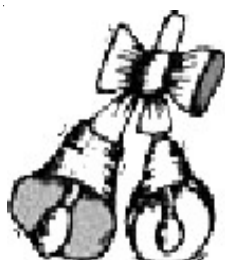
199. **Include us!** Sioux City, IA: TiffHill Productions, 1996. VHS, color, 33 min. + educator's guide. Charming musical video featuring children of different backgrounds, ages and abilities playing side by side on the playground, marching in an imaginary band, going to school, and enjoying the tricks of a magician. Great sing-along songs accompany each segment. This children's tape is a fun way for adults to increase their awareness of and positive attitudes toward children with special needs.
200. **Including all kids!: Including youth with special needs in school-age care.** Eugene, OR: Northwest Media, 1997. VHS, color, 25 min. + 1 leader's guide. Demonstrates five practical strategies for successful inclusion of children and teens with special needs in regular child care programs: offer a wide range of activities, maintain a consistent routine, give children the right kinds of help, encourage social interaction, and encourage full participation.



Learning Disabilities

201. **Beyond the ADD myth: Classroom strategies and techniques.** By Thomas Armstrong. Port Chester, NY: National Professional Resources, 1996. VHS, color, 36 min. Produced for teachers and parents, this video provides an array of strategies to use with children who are diagnosed (or misdiagnosed) as having Attention Deficit Disorder.
202. **How difficult can this be?: Understanding learning disabilities: The F.A.T. City workshop.** By Richard D. Lavoie. Alexandria, VA: Public Broadcasting Service, 1989. VHS, color, 70 min + guide. Richard Lavoie's workshop puts a group of teachers, social workers, psychologists, and parents through a series of striking simulations to let them experience what it's actually like to be a child with a learning disability and to briefly feel the frustration, anxiety and tension that these children face every day.
203. **Last one picked- First one picked on.** By Richard D. Lavoie. Alexandria, VA: PBS Video, 1994. VHS, color, 68 min. + guide. The impulsive, immature and unpredictable behavior of children with learning disabilities often results in their social isolation and rejection, and their lack of social competence is viewed as willful and negative. This tape shows how to help such children succeed in everyday social situations.
204. **A new look at ADHD: Inhibition, time and self-control.** By Russell A. Barkley. New York, NY: Guilford Publications, Inc., 2000. VHS, color, 39 min. + program manual. In this very interesting video on the mechanisms behind ADHD, Dr. Barkley explains why he has come to believe that ADHD is a deficit not in attention but in behavioral inhibition, that is to say an inability to delay action in response to an external event.
205. **When the chips are down.** By Richard D. Lavoie. Washington, D.C: WETA, 1996. VHS, color, 62 min. + program guide. Richard Lavoie offers practical advice on dealing with behavioral problems quickly and effectively. He shows how preventive discipline can anticipate many problems, and how teachers and parents can create a stable, predictable environment in which children with learning disabilities can flourish.

Resources Elsewhere



An e-mail newsletter on health issues **is available free** of charge. The goal of the updates on breaking news is to improve the health of children while working together as organizations, individuals and families.

To subscribe to this distribution list, send an e-mail to: chaw@chw.org with the keyword "subscribe" in the text box. If you no longer wish to receive these mailings, send a message to the same address with the word "unsubscribe" in the text box.

Children's Health Alliance of Wisconsin
P.O. Box 1997, M.S. 957
Milwaukee, WI 53201-1997
Phone: 414-266-6174
Fax: 414-266-6975
E-mail: chaw@chw.org

"RIGHTS, RAISES, RESPECT: News and Issues for the Child Care Workforce", is a free monthly electronic newsletter from the Center for the Child Care Workforce (CCW), supported by the David and Lucile Packard Foundation, the Foundation for Child Development, and the Charles Stewart Mott Foundation.

CCW was founded in 1978 as the Child Care Employee Project, and was known as the National Center for the Early Childhood Work Force from 1994 to 1997. CCW is a nonprofit research, education and advocacy organization committed to improving child care quality by improving child care jobs: upgrading the compensation, working conditions and training of child care teachers and family child care providers.

This newsletter may be sent to anyone you think would be interested in supporting CCW efforts. To receive this newsletter, to be removed from the list, or to contribute news items, contact: newsletter@ccw.org. For the latest information on the child care workforce and CCW activities, visit their web site at: www.ccw.org.

Center for the Child Care Workforce
733-15th St., N.W., Suite 1037
Washington, DC 20005-2112
Phone: (202) 737-7700 or (800) UR-WORTHY

Free sample Eddie Eagle Firearm Safety Program kit, includes a fast-paced animated video and fun-filled activity books, promoting the message: If you see a gun- Stop! Don't Touch. Leave the Area. Tell an Adult. Phone 1-800-231-0752. Internet: <http://www.nrahq.org/safety/eddie>

Two websites for craft ideas and supplies are:

<http://www.kinderart.com>
<http://www.earlychildhood.com>

NEW VIOLENCE PREVENTION RESOURCE

With the homicide rate for youth under the age of 19 averaging 9 deaths a day, the Centers for Disease Control and Prevention's (CDC) National Center for Injury Prevention and Control (NCIPC) announces the release of the 216 page publication, entitled Best Practices of Youth Violence Prevention: A Sourcebook for Community Action (Best Practices). Best practices is the first of its kind to look at the effectiveness of specific violence prevention practices in four key areas: parents and families; home visiting; social and conflict resolution skills; and mentoring.

These programs are drawn from real-world experiences of professionals and advocates who have successfully worked to prevent violence among children and adolescents. As a CDC publication, the sourcebook also documents the science behind each best practice and offers a comprehensive directory of resources for more information about programs that have used these practices.

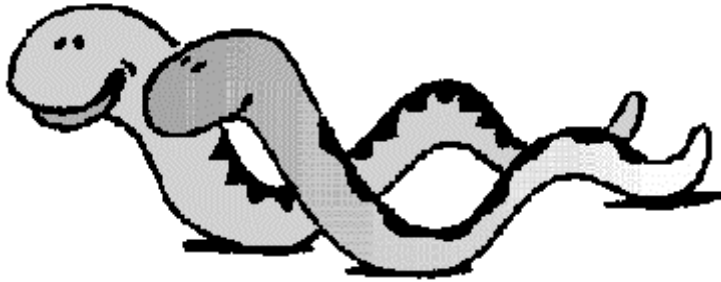
The publication is available free, by writing to CDC-NCIPC, Division of Violence Prevention, 4770 Buford Highway (K-65), Atlanta, GA 30341-3724, or by calling 1 888 252-7751. It may also be downloaded from the Internet, by accessing <http://www.cdc.gov/ncipc/dvp/bestpractices.htm>

For those interested in community building, the following **websites** are of interest and give good links:

http://www.uwex.edu/ces/flp/community_building/
<http://www.ipa2.org>

Wisconsin School- Age Care Alliance (WI SACA)

- Join your voice to



those of others

throughout

Wisconsin

The mission of WISACA is to advocate for school-age children and enhance and promote quality school-age programming by providing a professional network for all working in the field.

The goals of WISACA are to:

- ◆ Promote quality school-age standards;
- ◆ Facilitate the networking of professionals;
- ◆ Support legislative initiatives;
- ◆ Provide regional and statewide training;
- ◆ Enhance public awareness;
- ◆ Build strong partnerships and
- ◆ Celebrate the contributions of school-age care to quality of life in all Wisconsin communities.

The Wisconsin School-Age Care Alliance (WISACA) is the state affiliate to the National School-Age Care Alliance (NSACA).

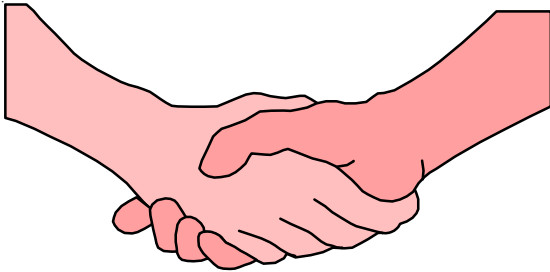
As a state affiliate, the members join with school-age providers across the nation to enhance the out-of-school time of all children and youth. Membership is open to anyone who cares for and about school-age youth. Membership includes:

- ◆ Membership in the National School-Age Care Alliance (NSACA)
- ◆ Discounted fees for both state and national conferences (including student rates at WISACA events)
- ◆ WISACA and NSACA newsletters
- ◆ School-Age Review- a professional journal of the National School-Age Care Alliance
- ◆ A unit on The Registry Professional Recognition System
- ◆ Research and information updates
- ◆ Public policy information on the state and national level
- ◆ Opportunities for professional development
- ◆ A support network of other school-age providers
- ◆ Assistance with NSACA Accreditation and discounted cost for the NSACA Standards book.



Membership cost is \$30 for the year running January 1 to December 31. For more information contact WISACA's Membership Chair Maggie Smith at 262-255-5950 or write to WISACA at P.O. Box 45783, Madison, WI 53744-5783. Also check the website of the National School-Age Child Care Alliance at <http://nsaca.org>.

Strategies for Guiding Behavior



- **Develop appropriate limits.**
Clear boundaries or limits say to your child what you expect.
- **Teach expected behavior.**
Parents and providers model to their children the expected behavior as children learn by watching.
- **Give cues for expected behavior.**
Children may revert back to old behaviors even after learning new more appropriate ways. Use verb or visual cues to remind them of the expected behavior. An example is a picture of children passing the snack plate or holding the door open for someone.
- **Redirect behavior.**
Leading attention away from mistaken behavior toward appropriate play or substituting safe activities for unsafe ones are examples of redirecting.
- **Change a situation by increasing or decreasing options.**
Make it easier for children to make safe and appropriate choices.

I deas

- for sharing appropriate guidance techniques with parents

Recipe for Fortune Cookies

Purchase a bag of fortune cookies from an Asian food store, restaurant or the foreign food section of a grocery store.

Have your guidance tips, insights, and predictions printed on clean paper, cut in strips and folded to fit into the slit in the cookies.

Unwrap the cookies and microwave, two at a time, on high for 15-30 seconds.

Working quickly, remove the fortune from the cookie by gently prying the slit open.

Insert your text and carefully press the softened cookie back together.

Have a clean tweezers at hand for the occasional obstinate cookie.

Serve to parents at the end of the day when they pick up their children.

Suggested texts:

Read to you child. The most important 20 minutes of your day!

Give your child a butterfly kiss right now!

Ask your child for a "bear" hug right now!

*Sit on the **floor** and make a lap. See what happens.*

Tuck your child in tonight. Sit on the bed, look at and listen to your child.

Eat supper by candlelight tonight.

Ask your child to rub handcream on your hands. See how good it feels to relax together.

Phone: 1-800-362-7353

Our service is free...

return postage on borrowed items is your only expense!

Ordering Information:

- ♥ **Choose** the items you wish to order before you phone.
- ♥ **Phone** 1-800-362-7353, or (608) 224-5388, to place your order.
- ♥ **Identify** the newsletter issue number and the number(s) beside the item(s) to order or borrow.

The loan period on videos and audiocassettes is one week. The loan period for books is two weeks. Articles, brochures and factsheets do not need to be returned. You may order as many items as you wish. Items-to-borrow are sent out a few at a time, depending on when they become available and whether you still have items checked out. Things featured in the most recent newsletter are popular. Let us know if you will accept a substitution or have urgent need of information on this topic immediately. If you have dates by which you need to have material, we will try to help you out. Once again, we remind you that a delay in returning your materials means someone else must wait; lost and unreturned items mean other providers will not have access to those excellent materials.

- ♥ **Give** your name, center name, address, and phone number.
- ♥ **Save** your newsletters! You may need to order materials in the future.
- ♥ **Circulate** this newsletter to all staff! Give everyone a chance to read it and order materials useful to them. Feel free to duplicate the newsletter if more copies are needed for your staff.

Wisconsin ♥ Child ♥ Care ♥ Information ♥ Center
2109 S Stoughton Rd ♥ Madison, WI 53716
Phone: 1-800-362-7353 or (608) 224-5388
Fax (608) 224-6178
Email: ccic@dpi.state.wi.us
Internet: <http://www.dpi.state.wi.us/ccic>



Non-Profit
Organization
U.S. Postage
Paid
Madison, WI
Permit No. 920